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ABSTRACT

This factsheet provides a composite statistical profile of the 1,049 public and 182 private two-year colleges in the United States, its territories, and Micronesia. The 8.8 million students enrolled in two-year colleges as of Fall 1980 are described in terms of credit/non-credit status, full-/part-time status, employment status, age, sex, and ethnic background. Among other items of information, this section reveals that 4.8 million students were enrolled in credit courses; that 62% of these credit students were enrolled part-time; and that 27% of the part-time and 20% of the full-time students were minorities. The teaching load and educational attainment of the colleges' 238,838 instructors are looked at prior to a review of the colleges' four major curricular areas: vocational programs, transfer education, community education, and developmental instruction. A summary of the colleges' financial status is then presented, detailing averages for tuition, fees, and total student costs; sources of student income; sources of college revenue; the growing dependence on state aid; and the wide range of expenditures per student among states. The factsheet concludes with a discussion of federal aid received by the colleges through student assistance programs, the Vocational Education Act, Title III of the Higher Education Act, and special programs such as the Minority Institutions Science Improvement Program. (JP)

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FACT SHEET
ON
COMMUNITY, JUNIOR AND
TECHNICAL COLLEGES

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Fact Sheet
on
COMMUNITY, JUNIOR AND TECHNICAL COLLEGES

The Institutions

Data collected in October, 1980 identify 1,231 community, junior and technical colleges in the United States and outlying areas. The overwhelming majority, 1,049, are public institutions, the remaining 182 are private colleges. They enroll 4.8 million students in credit courses and an additional 4 million in non-credit courses. They are located in urban, rural and suburban areas and can be found in every state as well as in Puerto Rico, Panama, American Samoa, Guam and Micronesia. They are within commuting distance of almost every American. They offer associate degrees and certificates in vocational, technical and liberal arts and a host of non-credit courses in career, civic, cultural and recreational fields of study.

The Students

Community, junior and technical colleges enroll 40 percent of the undergraduate students in the United States. As of the fall of 1980, two-year colleges enrolled over 4.8 million students in credit courses and an additional 4 million students in non-credit courses - almost 9 million people or 4 percent of the country's population. Most credit students, 62 percent, and all non-credit students attend part-time. The majority of credit students are employed - 52 percent of the full-time and 93 percent of the part-time. The average age of students at most community colleges is

between 28 and 31. Most, 53 percent, are women.

Community colleges enroll far more minority students than any other sector in postsecondary education - 27 percent of the full-time and 20 percent of the part-time students at two-year colleges are from minority groups. This represents more than half of the minority undergraduates enrolled in postsecondary institutions. They also enroll 50 percent of the undergraduates, foreign students attending colleges in the United States.

Community colleges also serve a large population of disadvantaged students. According to the Applied Management Sciences study of students enrolled in academic year 1979-80, 45 percent of the students enrolled half-time or more at community colleges came from families with incomes less than $15,000. In the fall of 1980, 35 percent of the first time freshmen attending two-year colleges came from families with incomes of $15,000 or less.

Handicapped students select community colleges. According to the National Center for Education Statistics, in the fall of 1978 over 50 percent of the handicapped students enrolled in post-secondary institutions attended community colleges.

The Faculty

As of October, 1980, community colleges employed 238,838 full-time and part-time faculty. Over 75 percent have their master's degrees and 14 percent have their doctorate. Two-year college instructors spend significantly more time in the classroom than

faculty members in four-year colleges and universities. Most faculty in two-year colleges teach 12 to 17 hours per week.

Since over 50 percent of all students enrolled at community colleges are taking courses in occupational/technical fields, faculty trained and experienced in such areas as health technologies, business, data processing and public service fields are currently in greatest demand.

The Programs

Community, junior and technical colleges offer four major types of programs. Today the most prominent type is vocational/occupational technical programs which prepare people for immediate employment in such fields as data processing, allied health, nursing, dental hygiene, medical records, engineering technologies, automotive, diesel repair, welding, business management, commerce, restaurant management, accounting, communications, public recreation, social work, law enforcement and fire science. These programs are designed for specific, established or emerging occupations and usually grant a certificate or associate degree in applied science.

A second type of program offered at two-year colleges is the transfer/liberal arts/college parallel programs which are designed for students who plan to continue their education at a four-year college or university. These programs award aasociate degrees in the arts or science. They are comparable to the first two years of a baccalaureate degree program and are developed in cooperation with the colleges most students plan on transferring into and earning a baccalaureate degree.

The third major type of program offered at most community colleges is the community education and special interest courses. These courses are offered for people interested in special careers, civic, cultural and recreational topics. They do not award academic credit applicable toward a degree or certificate. Programs are often designed for such groups as women returning to school, labor union members, senior citizens, and employees in a firm seeking job upgrading skills.

The developmental or remedial program is the fourth type. Developmental programs emphasize communications and mathematical skills. They provide an opportunity for students to master prerequisites and enter the programs of their choice well prepared to handle the reading, writing and mathematical assignments.

Tuition, Income and Expenditures

Costs of attending two-year colleges are lower than any other sector in postsecondary education. In most states low tuition at public two-year colleges is a basic element of their educational philosophy. This philosophy is designed to provide people, regardless of their financial resources, with opportunities to continue their education. The best example is California's public community colleges which are tuition free. Unfortunately, tuition is steadily increasing in most states.

For the 1980 academic year, average charges for tuition and fees were approximately $437 at public community colleges and $2,178 at private two-year colleges. Nationally, total costs for a public community college student, which include tuition, fees,

transportation, personal expenses, room, board, books and supplies, were approximately $2,550 in the 1980 academic year.

The Census Bureau has found that two-year college students receive their income from three major sources while attending college. About 53 percent use earnings from employment while attending school, 27 percent receive income from their families and 24 percent use personal savings. Other sources of income include spouses' earnings, veterans' benefits, grants from state and local sources, loans and student aid.

Three principal sources of revenue - property taxes, state appropriations, and tuition - account for about 15 percent of the revenue, compared with 25 percent of the revenue at four-year colleges. A major reason for this difference is the "no tuition" policy of California community colleges which enroll almost one-fourth of the community college students.

State appropriations finance over 50 percent of the operating expenses for public two-year colleges in the following states:

Alabama
Alaska
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Indiana
Iowa
Kentucky
Louisiana
Massachusetts
Minnesota
Montana
Nevada
New Hampshire
North Carolina
North Dakota
Ohio
Oklahoma
Rhode Island
South Carolina
Tennessee
Texas
Utah
Virginia
Washington
West Virginia

Two-year colleges receive over one-third of their financing from local revenue in Idaho, Illinois, Kansas, Maryland, Michigan, New Jersey, and Wisconsin.

The National Association of College and University Business Officers (NACUBO) surveyed about 400 public two-year colleges on their 1978-79 and 1979-80 academic year finances. The results show a growing dependency on state appropriations which increased from 53.3 percent to 58.5 percent of the operating costs. The surveys also showed an increase in the median annual educational and general expenditures from $2,528 per full-time equivalent student to $2,676. This figure is surprisingly high. A partial explanation is that it is the median student expenditure by college, not by student, which gives equal value to colleges enrolling 500, 1500, or 15,000 students and negates any economy of scale.

A University of Florida survey of 1979-80 academic year finances shows a sizable range of educational and general (operating) expenditures per student. These amounts vary in the 28 states surveyed from a high of $3,193 per full-time equated student in Wisconsin to $1,366 in North Carolina. The average cost per student in the three states with the highest enrollments in the survey were: California, $1,769, Illinois, $1,948, and Florida, $1,760. The mean average expenditure per student was $1,919. Since neither the NACUBO nor the University of Florida studies are based on representative samples, any conclusions based on them must be tentative.

Federal Aid and Community Colleges

Although federal funds represent only two to ten percent of the operating budgets of community colleges, a number of federal

programs are of significant importance to these institutions.

Student Assistance Last year students attending community colleges received almost $800 million in federal student assistance. Because two-year colleges enroll a substantial proportion of needy students, the most important program is the Pell Grant, formerly known as the Basic Educational Opportunity Grant (BEOG). Pell Grants are limited to needy students whose families are unable to completely finance their college education. In 1979-80 645,000 community college students received Pell Grants. Despite the fact that 40 percent of the undergraduates attend community colleges, community college students receive only 25 percent of the Pell Grants and 21 percent of the dollars awarded in this Program. This is because the Program discriminates against "non-traditional" students, i.e., older, part-time and independent students, who attend community colleges more often than other colleges.

Community college students comprise less than 20 percent of the recipients of other federal student assistance programs: Supplementary Educational Opportunity Grants (SEOG), College Work-Study (CWS), National Direct Student Loans (NDSL), and Guaranteed Student Loans (GSL).

Vocational Education Community, junior and technical colleges are the main providers of vocational training at the postsecondary level and all community and technical colleges offer vocational education programs. Over 75 percent of the community colleges receive federal funds authorized under the Vocational Education Act. For example, North Carolina receives approximately $15 million in federal vocational education funds. Of this, almost $5 million goes to postsecondary institutions, all to two-year

colleges. The State of Washington receives $6.9 million in federal vocational education funds and $3.7 million - or 83 percent of the postsecondary allotment - goes to two-year colleges.

Strengthening Developing Institutions Title III of the Higher Education Act provides federal assistance to postsecondary institutions which serve a large number of students from low-income families. In 1980 community colleges received 24 percent of the $110 million appropriated for this program. The Education Amendments of 1980 (P.L. 96-374) rewrote Title III and increased the setaside to a minimum of 30 percent in the part of the program designed to provide grants to assist institutions with special needs to strengthen their planning, management and fiscal capabilities and requires a 24 percent minimum for the other part of Title III.

Other Programs Community colleges receive funds from several other federal departments and agencies. For example, the National Science Foundation administers the Minority Institutions Science Improvement Program (MISIP), a program which provides support to institutions serving predominantly minority populations to increase the flow of minorities into scientific careers. Last year over 43 percent of MISIP funds, or $2.1 million, went to two-year colleges. Another important program is administered by the Department of Health and Human Services. Last year 16 percent, or $15 million, went to two-year colleges. Another important program is administered by the Department of Health and Human Services. Last year 16 percent, or $15 million, went to community

colleges for Nursing Special Projects. These are just two examples of the many smaller categorical programs through which community colleges receive funds.

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